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AUTHOR	Hood, Theresa W.; Thompson, Christopher W.
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ABSTRACT

An operational blueprint for health career education and training was designed to provide the District of Columbia public schools with a documented strategy for implementing a comprehensive, multifocal health careers program. The blueprint will establish a mechanism for interagency communication and cooperation at all levels, involving all aspects of health career education and training; establish a framework for identifying individual black, minority, and disadvantaged youth early in their secondary education in order to assist them in exploring careers in the health services field; and delineate the scope of counseling and related supportive services required to assist those students making a health career choice to successfully complete the selected career training and/or educational program. This report describes the development of the operational blueprint, emphasizing management functions related to implementation of health career education and training. Other components delineated include needs assessment, education and training, and student recruitment and counseling. The appendix briefly outlines criteria for certification for the following occupations: Dental assistant, dental laboratory technician, nurse aide, orderly, ward clerk, dietary aide, electrocardiograph technician, licensed practical nurse, certified laboratory assistant, prosthetist and orthodontist technician, physical therapist aide, and medical secretary. (TA)

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FINAL REPORT

Project No. VO 299VZ
Grant No. OEG-0-74-1652

AN OPERATIONAL BLUEPRINT

FOR

HEALTH CAREER EDUCATION

AND

TRAINING PROGRAM

Submitted by

Mrs. Theresa W. Hood
Project Director

Mr. Christopher W. Thompson
Research Coordinator

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Introduction

There are a variety of instructional programs which prepare persons for occupations that render health and health related services to patients in the District of Columbia. Most of these programs have developed programmed sequences of related courses and planned experiences designed to impart knowledge and develop understandings and skills required to support the health professions. Depending on the particular occupational field, instruction is designed to develop student knowledge and skill in providing diagnostic, therapeutic, preventive, restorative and rehabilitative services to patients.

Many of these health occupations require post-secondary preparation and are governed by licensure, certification, or registration and regulation administered by professional organizations. As such, it is important for educators developing health occupation career programs to be aware of these standards and to plan programs in accordance. These standards are especially significant in light of the fact that most health career occupational development occurs in a post-secondary rather than secondary educational setting.

The District of Columbia Public Schools offers health career occupational education and training for a variety of occupational areas. These include:

Dental Assistant
Dental Laboratory Technician
Nurse's Aide
Orderly
Ward Clerk

The Model presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare.

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Electrocardiograph Technician
Licensed Practical Nurse
Medical Secretary
Certified Laboratory Technician
Physical Therapist Aide
Dietary Aide
Prosthetist & Orthodist Technician

Certification requirements for each of these is listed in Appendix A. Those criteria listed should not be construed as all-inclusive. District of Columbia Public Schools is unique in offering health careers occupational training within a secondary school context in the District of Columbia. Program standards must be developed which comfortably include accreditating agency standards, state licensure requirements and the needs of the students being served by the program. Many of the programs presently offered by District of Columbia Public Schools are intended to prepare students for immediate employment in the health occupations. With few exceptions, advancement in the health fields offered requires post-secondary, technical school, or university training. Accreditation requirements are increasingly applied to institutions offering such programs and licensing is a prerequisite for working in a number of these occupational fields.

Career Ladders

Career Ladders and the criteria for advancement to each is beyond the scope of this document. For detailed information related to each step of a health occupation ladder, consult Health Careers Guidebook 3rd edition (published by U.S. Department of Labor Manpower Administration, U.S. Department of Health, Education, and Welfare: National Institutes of Health). A brief sketch of each health occupational field follows:

1) Dental Laboratory Technician

   a) Trainee
   b) Experienced Technician
   c) Gold & Metal Technicians
   d) Managerial Staff

2) Nurse's Aide, Orderly (A Nurse's Aide must enter a licensed practical nursing program to advance up their career ladder)

3) Practical Nurse

   Registered Nurse

4) Dental Assistant

   a) Dental hygienist
   b) Dentist

5) Electrocardiograph Technician

   Cardiologist

6) Ward Clerk

7) Medical Secretary

   Medical Record Technician
   Medical Record Administrator

8) Certified Laboratory Technician

   Medical Laboratory Technician
   Medical Technologist

9) Physical Therapist Aide

   Physical Therapist Assistant
   Physical Therapist

10) Dietary Aide

   Dietetic Assistant
   Dietetic Technician
   Dietitian - Nutritionist

11) Prosthetist/Orthodist Technician

   Prosthetist/Orthodist Assistant

Program Focus

The mandate for a comprehensive Health Career Education and Training Program is supported by the need for improved health services for the area populus, current health manpower shortages, unemployment and under-employment of minority youth, as well as the need to provide relevant career education and training opportunities for the Public School population. Similar implications for career development in the health service field have been documented by other individuals, communities and organizations throughout the nation and the District of Columbia.

A primary example is the UCLA Allied Health Secondary School Pilot and Demonstration Project which in its Program Guide wrote:

> The serious shortage of manpower in the health occupations long has been a matter of concern to those charged with responsibility for manpower planning and policy. In the 1968 Manpower Report, the Secretary of Labor pointed to the need for half a million more workers in this field. During the next ten years he stated, 10,000 new workers will be needed each month.
>
> The need for health care workers offers work opportunities to the jobless. This, however, points to a new problem: the need for specialized training required of workers in the health care field.
>
> Students in the secondary school systems could provide one abundant source of hitherto untapped manpower for the allied health occupations. Two factors make this a particularly important area on which to concentrate. Unemployment is especially acute in the teenage population, and students are, by the very fact of being students, involved with institutions that could provide the training necessary to open doors to employment in Health Care Facilities.
>
> In addressing themselves to the problems of unemployment and the health manpower shortage, Project planners quickly saw that the Project could be highly useful in offering a solution to yet another problem--the potential school dropout.

The District of Columbia Public Schools has a current enrollment of 136,532 students, 95% of whom are Black. Each year 2.4% of these students drop out of school.

The UCLA Guide concludes: "The problems of school dropouts, the health manpower shortage, and unemployment are intimately related. Youngsters who drop out of school lack the necessary skills for employment, and conversely, the fact of unemployment discourages students from seeking knowledge and training for jobs they feel do not exist. If they can be shown jobs indeed do exist, and that the spectrum is broad enough to satisfy a wide range of interest and abilities, they may be motivated to stay in a school which begins to prepare them for those jobs."

Among the recommendations listed in the "Report of the Mayor's Task Force on Public Health Goals" was a recommendation for an educational component with 'the responsibility to plan, organize, coordinate and evaluate systems of delivery, health education and research designed to respond to the needs of the community' for health manpower.

In a proposal entitled, An Area Health Education Center for the Nation's Capital (AHEC), the sponsoring consortium representatives wrote that while there are large numbers of programs for the training of Allied Health Workers, critical inadequacies exist. Of the many programs currently operating, the training of primary care practitioners is limited, opportunities for career mobility and advancement are lacking and many programs are offered by health service agencies with no liaison with academic institutions.

In addition the AHEC Proposal suggests that "If the lateral and vertical mobility and career ladder concepts...in allied health education are to become a reality, some very fundamental agreements between and among education and employing institutions must be reached regarding the preparation required for, and tasks required of, a range of allied health occupations." To this end the Division of Career Development Programs, Health Occupations Education sponsored an eighteen month demonstration Research Project designed to achieve the following objectives:

1.0 Develop an operational blueprint for the implementation of a comprehensive multi-level Health Career Education and Training Program for the District of Columbia

2.0 Organize a cooperative body to plan, coordinate, evaluate and monitor health occupations education and training in the District of Columbia

To facilitate accomplishment of the above objectives the following activities were undertaken:

1.0 Data of current and projected health service and health manpower needs were collected in order to:

1.1 Delineate the various categories of health occupations

1.2 Document the education and/or training required at each rung of the career ladder

1.3 Develop a data bank of existing and potential training programs in the area of health occupations

2.0 A profile of the student population to be served was compiled

2.1 Develop strategies for career counseling and guidance

2.2 Delineate appropriate instructional systems based on profile

3.0 Implement the Health Careers Education and Training Program in the D.C. Public Schools

3.1 Specify the curriculum development activities required to delineate the individual career training programs at the secondary and post-secondary levels

3.2 Specify the strategy for programmatic articulation between individual programs at each level in order to facilitate career mobility

The development of an "Operational Blueprint for Health Career Education and Training" provides District of Columbia Public Schools with a documented strategy for implementing a comprehensive, multi-focal, Health Careers Program that is responsive to the Health Manpower needs of the District of Columbia.

The Blueprint will establish a mechanism for interagency communication and cooperation at all levels, involving all aspects of health career education and training; establish a framework for identifying individual Black, minority and disadvantaged youth early in their secondary education in order to assist them in exploring careers in the Health Services field; and delineate the scope of counseling and related supportive services required to assist those students making a health career choice to successfully complete the selected career training and/or educational program.

Organization of Report

The Operational Blueprint which follows addresses the aforementioned objectives. Especial attention is directed towards management functions related to implementation of health

career education and training. Components delineated include:

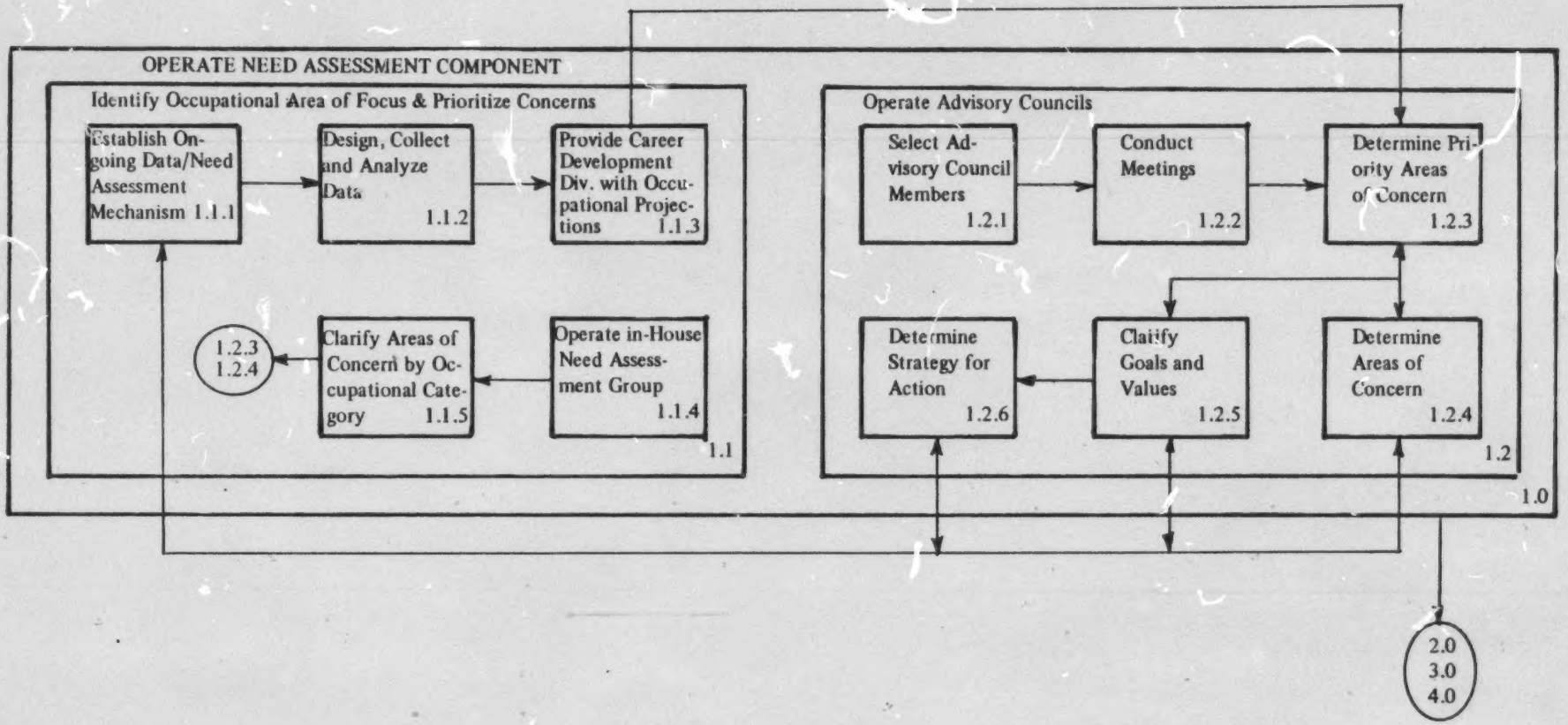
1.0 Needs Assessment

2.0 Management Functions

3.0 Education and Training

4.0 Student Recruitment and Counseling

A detailed description of each of these components follows. This plan is operational to the extent that an intent of the Career Development Division is to secure accreditation for health career program offerings wherever feasible.


OPERATE NEED ASSESSMENT COMPONENT
Identify Occupational Area of Focus & Prioritize Concerns
Establish On-going Data/Need Assessment Mechanism 1.1.1
Design, Collect and Analyze Data 1.1.2
Provide Career Development Div. with Occupational Projections 1.1.3
1.2.3 1.2.4
Clarify Areas of Concern by Occupational Category 1.1.5
Operate in-House Need Assessment Group 1.1.4
1.1
Operate Advisory Councils
Select Advisory Council Members 1.2.1
Conduct Meetings 1.2.2
Determine Priority Areas of Concern 1.2.3
Determine Strategy for Action 1.2.6
Clarify Goals and Values 1.2.5
Determine Areas of Concern 1.2.4
1.2
1.0
2.0
3.0
4.0

1.0 Operate Needs Assessment Component

The purpose of this component is to provide D.C. Public Schools Health Career managers and staff with continuously updated information concerning emerging health careers, employment trends and program needs. This objective will be achieved through two strategies. First, D.C. Public School staff will identify occupational areas of focus and prioritized concerns germane to health occupations. (1.1.) Second, A Threefold Advisory Council structure will be formed to provide general and specific input to health career managerial staff regarding various programs being offered and scheduled for implementation. (1.2.)

1.1 Identify occupational areas of focus and prioritize concerns:

New occupational health career occupations will be identified on an ongoing basis and a determination made of the District of Columbia Public School ability to offer training in the identified areas.

1.1.1 Establish ongoing data collection needs assessment mechanism for identification of health career opportunities.

The Career Development Division (District of Columbia Public Schools) presently has an agreement with District of Columbia Department of Manpower for the provision of such services as employment trend projec-

tions by occupation, counseling, testing and placement of District of Columbia Public School graduates. It is herein proposed that this agreement be refined to include a specified timetable for occupational trend projections, reports and updated information reports. In addition, each projection should include a career ladder, licensing and certification requirements at each rung of the career ladder and salary scales. These projections should cover a 5-15 yr. period so as to enable District of Columbia Public Schools to adequately plan programs while simultaneously maximizing graduates' employment opportunities by launching the student into the world of work when his/her expertise is most critically needed.

1.1.2 Design, collect and analyze data on Career Opportunities.

The Department of Manpower would be responsible for the design of an occupational trends survey instrument which would fulfill (1.1.1). The design format should include the specific objectives of the survey, populations to be surveyed; data collection made and data analysis format, with a timetable for delivery to District of Columbia Public Schools.

Career Development Division staff should elicit the assistance of the Division of Research and Evaluation in developing a draft agreement to be negotiated between Career Development Division and the Department of Manpower.

1.1.3 Provide Career Development Division with occupational opportunity projections.

The Career Development Division will receive information from the Department of Manpower which can be used for needs assessment and long range planning purposes. In addition, the Career Development Division will receive from Department of Manpower a detailed description of all services potentially available from Department of Manpower related to each occupational grouping.

Regularly scheduled meetings will be held between Department of Manpower and the Career Development Division of District of Columbia Public Schools to discuss progress in discharging the scope of work agreed to by Division of Manpower and Career Development Division - District of Columbia Public Schools, additional information needs and input from advisory council structures.

1.1.4 Operate In-House Needs Assessment Group

An In-House Needs Assessment Group will be formed composed of representatives from Departments/Divisions of District of Columbia Public Schools and mandated to identify on a basis of Department of Manpower projections occupational focus/needs to be addressed. This strategy will provide linkages between various departments and divisions which play critical roles in provision of educational programs. In addition, it provides an opportunity for central staff to have input in program development and alerts divergent departments to upcoming tasks.

1.1.5 Clarify Areas of Concern by Occupational Category

The In-House Needs Assessment Group will delineate by category specific needs to be addressed, including curriculum, counseling, and staffing.

1.2 Operate Advisory Councils

Three advisory council structures will be employed in carrying out this strategy. First: The General Advisory Council. This structure is already in existence and functioning. Its mandate is to provide advice and recommendations to the State Director of Vocational Education. Second: A School Advisory Council. The function of this

group is to serve as conciliatory body between programs competing for resources, for providing overview prioritization of needs and for organizing need assessment priorities. Needs/concerns identified by the third advisory structure will be channeled into this group. Third: An Occupational Advisory Group, organized by occupation. The purpose of this group is to provide specialized input pertaining to program course content adequacy, additional education and training needs, problems being experienced by the programs, staffing criteria, equipment needs and satisfaction of accreditation requirements.

1.2.1 Select Advisory Council Members

The Health Careers Education Director will be responsible for identifying potential Advisory Council members for each of the occupational groupings. These Occupational Advisory councils should consist of three to eight members. Membership should include representation from the career field, practicum sites and accreditation agents for the occupational field. Teaching staff should be included on the Occupational Advisory Councils so as to assure communication between Program formulaters and Program implementers and consensus with respect to needs/priorities and concerns. This group will delineate specific needs, con-

cerns and problems to be addressed. These recommendations will be submitted to the Health Careers Director, who will decide what further action is needed. Where there is conflict or potential conflict with other programs offered in the health career cluster, the results of the Occupational Advisory Council's meeting will be submitted to the School Advisory Council and priority will be negotiated in light of all programs. The Health Career Director will have due option of intervening and pronouncing priorities within or among programs at any point in this process.

1.2.2 Conduct Meetings

The activities of the Advisory Councils (Departmental, School, and Career) are interdependent. As such, the meeting schedules of the respective groups should be arranged to facilitate speedy submittal of plans and recommendations to the next advisory grouping. The program developer (discussed in 2.0.) will be responsible for maintaining a record of each meeting; for providing technical assistance to school and occupational field Advisory Council members in carrying out their functions.

The record will include 1) An agenda, 2) A record of each person present, 3) Critical points discussed as they relate to each agenda item, 4) Decisions arrived at, suggestions and recommendations related to each agenda item, 5) Proposed steps, if any, 6) Problems and/or needs identified, 7) Strategies proposed for need/problem solution, 8) A set meeting time, and location should be specified and adhered to.

ex:

	1st wk. of month	Health Career Field Advisory Council
(or any variation)	2nd wk.	School based Advisory Council
	3rd wk.	Career Development Division Advisory Council

1.2.3 Determine Priority Areas of Concern

In component 4.0 (Education and Training), ten Health Career Education specialty programs have been delineated. At present, M.M. Washington is designated as the health career cluster center. Post secondary programs are offered at Burdick and Armstrong Adult Education Centers. Each of the programs functioning and those proposed for implementation during 1976 - 77 school year are competing for common resources such as space, staff,

supplies. Coordination is therefore of the utmost necessity to assure maximum effectiveness of each of the programs. It is therefore proposed that a primary function of the Occupational Advisory groups be planning, i.e. recommendation of strategies for addressing needs and identified problems. One of the functions of the program developers will be to analyze recommendations (plans eminating from advisory groups) and to develop a feasibility estimation taking into account competing demands from other programs. This feasibility estimation will be introduced to the School Advisory Council for consideration and discussion. Proposals for new programs should be evolved from the School Advisory Council. The outcome of this process will be a list of prioritized concerns with attached strategies and recommendations. Health Career staff will be responsible for finalization of plan development and actual implementation and/or follow through on the plan. This strategy provides health career staff with the benefits of health career professionals knowledge and know how without usurping their managerial prerogatives.

1.2.4 Determine Areas of Concern

Each of the Health Career Occupational Advisory Councils will be charged with responsibility for critically examining its program. Especial attention should be given to curricula, staff expertise, student-teacher ratios, materials availability; laboratory experiences; evaluation of student progress; progress in achieving accreditation; student recruitment; and student placement. The functions performed by the Advisory Councils are advisory. Final decision for implementation of the proposed recommendations rests with the health career director. (This includes plans developed by advisory council members with the assistance of Health Career Staff)

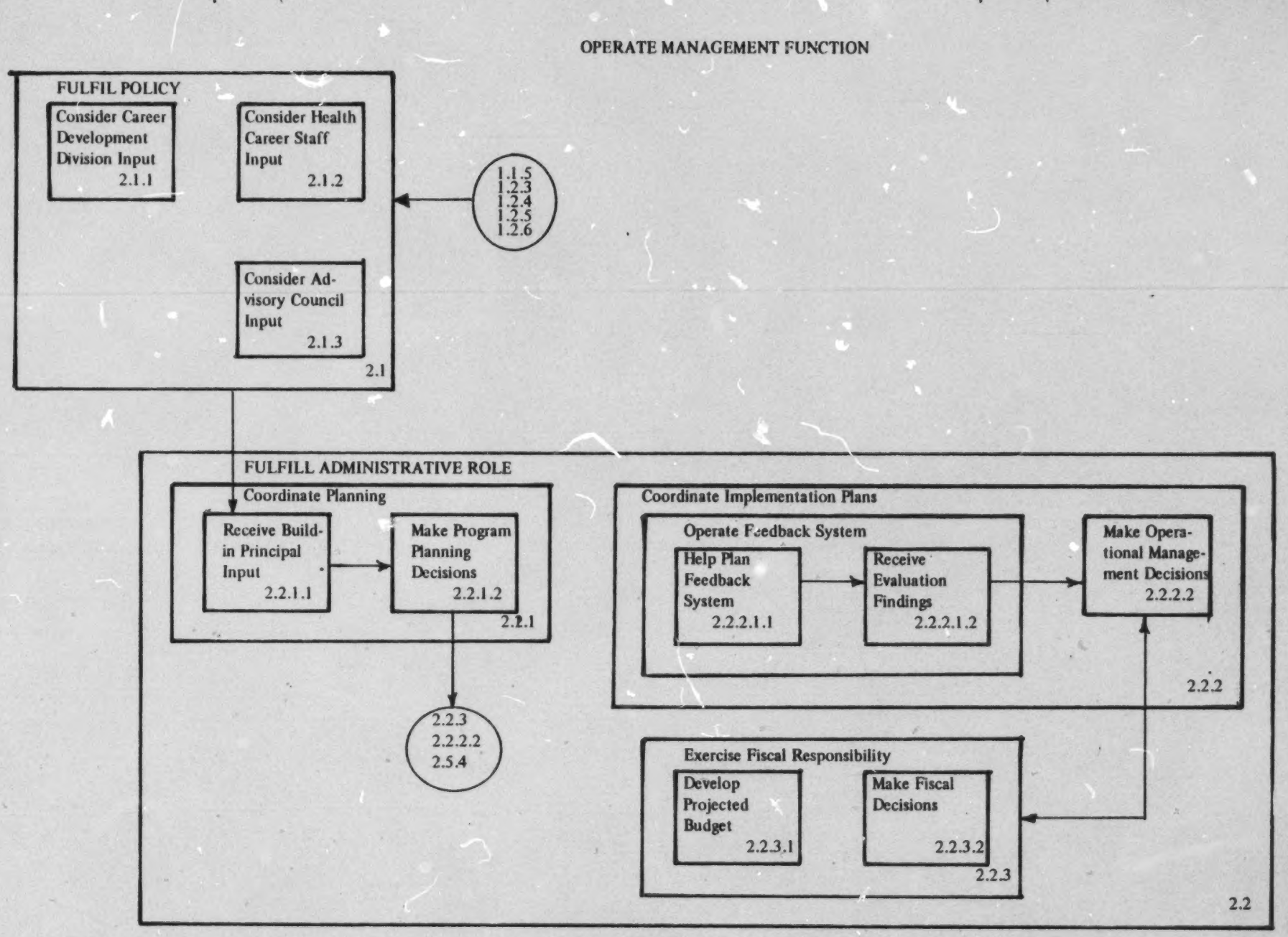
1.2.5 Clarify Goals and Values

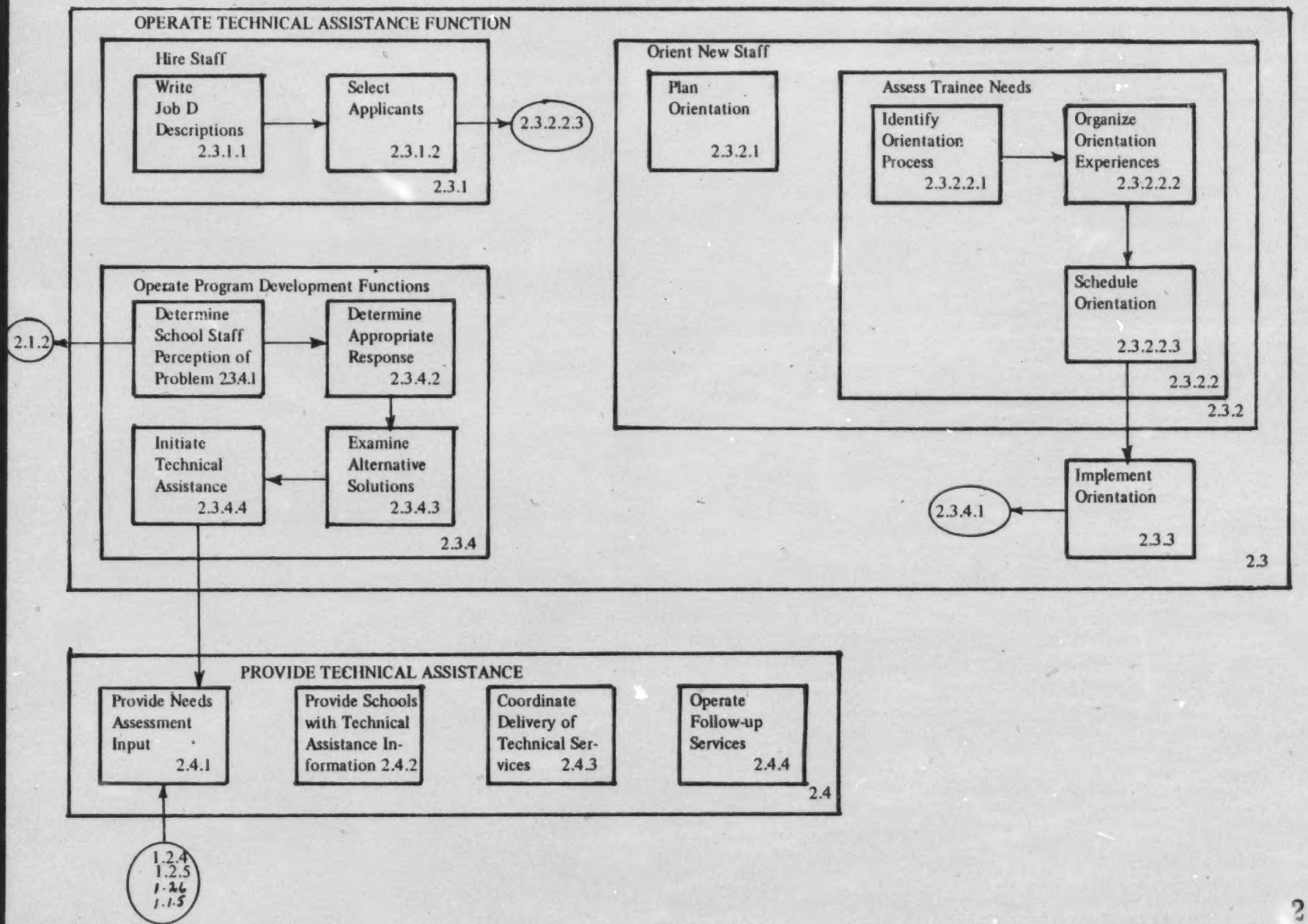
In order to assure that programs are representative of their initial intent, goals for each program should be specified. The accreditation process will provide programs with generalized standards. The outcome of this process (goal determination/clarification) will become especially important when program planning is needed. The clarification of the goals will enable health career staff to

analyze each recommendation in light of the goal. Tangential issues, problems, and needs will effectively and efficiently be eliminated and a useful focusing mechanism developed and implemented to assist the Advisory Councils in carrying out their functions.

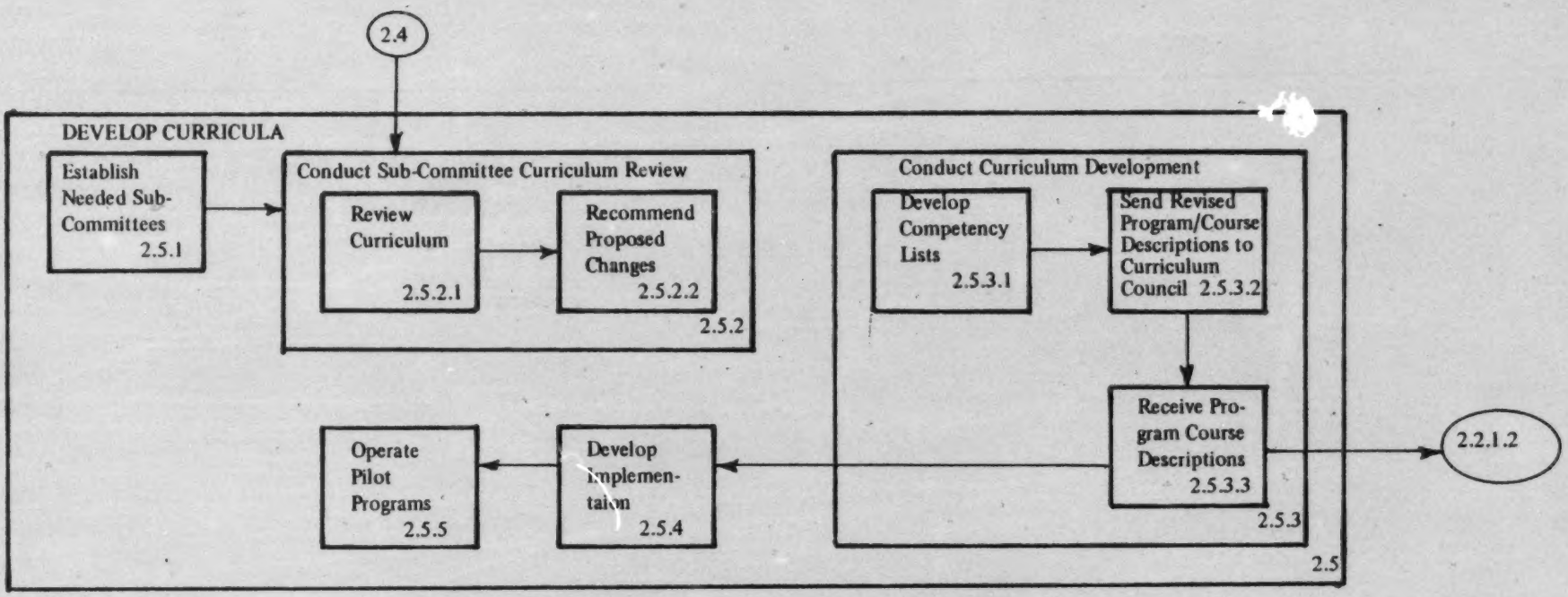
1.2.6 Determine Strategies for Action

Advisory Council members should be encouraged in concert with Health Careers staff to propose strategies, solutions and plans for addressing needs/problems identified. Advisory Council membership is designed to give each affected interest group an opportunity to have input in goal development, needs assessment, program assessment, and planning. While it is intended that the advisory councils and Health Career staff will work cooperatively and supportively, decision making authority is vested solely in the Health Career Director. All plans/strategies developed by the Advisory Councils will be submitted to the Director of Health Career Programs. The Director will review the plans/strategies and decide whether to implement/not implement. The Director will communicate decisions made to Advisory Council through Program Developers or attendance at advisory council meetings.


OPERATE MANAGEMENT FUNCTION
FULFIL POLICY
Consider Career Development Division Input
2.1.1
Consider Health Career Staff Input
2.1.2
Consider Advisory Council Input
2.1.3
2.1
1.1.5
1.2.3
1.2.4
1.2.5
1.2.6
FULFILL ADMINISTRATIVE ROLE
Coordinate Planning
Receive Build-in Principal Input
2.2.1.1
Make Program Planning Decisions
2.2.1.2
2.2.1
2.2.3
2.2.2.2
2.5.4
Coordinate Implementation Plans
Operate Feedback System
Help Plan Feedback System
2.2.2.1.1
Receive Evaluation Findings
2.2.2.1.2
Make Operational Management Decisions
2.2.2.2
2.2.2
Exercise Fiscal Responsibility
Develop Projected Budget
2.2.3.1
Make Fiscal Decisions
2.2.3.2
2.2.3
2.2


OPERATE TECHNICAL ASSISTANCE FUNCTION
Hire Staff
Write Job D Descriptions 2.3.1.1
Select Applicants 2.3.1.2
2.3.1
2.3.2.2.3
Orient New Staff
Plan Orientation 2.3.2.1
Assess Trainee Needs
Identify Orientation Process 2.3.2.2.1
Organize Orientation Experiences 2.3.2.2.2
Schedule Orientation 2.3.2.2.3
2.3.2.2
2.3.2
Operate Program Development Functions
2.1.2
Determine School Staff Perception of Problem 23.4.1
Determine Appropriate Response 2.3.4.2
Initiate Technical Assistance 2.3.4.4
Examine Alternative Solutions 2.3.4.3
2.3.4
2.3.4.1
Implement Orientation 2.3.3
2.3
PROVIDE TECHNICAL ASSISTANCE
Provide Needs Assessment Input 2.4.1
Provide Schools with Technical Assistance Information 2.4.2
Coordinate Delivery of Technical Services 2.4.3
Operate Follow-up Services 2.4.4
2.4
1.2.4
1.2.5
1.2.6
1.1.5

OPERATE MANAGEMENT FUNCTION



2.0 Management Function

2.1 Fulfill Policy:

Management functions of the health career occupational program should be clearly delineated by persons responsible. At present, it is unclear who has final responsibility for planning, coordinating, implementing and evaluating the health occupational career programs. The principals of the health career centers report to The Career Development Division and to the Regional Superintendents in whose area their centers are located. It is recommended that responsibility for management of Career Centers be the exclusive responsibility of the Career Development Division. This recommendation should be made to the superintendent prior to the 1976-1977 school year.

Based on the decision of the Superintendent, it will be the responsibility of the State Director of Vocational Schools or his delegate to develop a policy and management system for operation of health career center clusters, to institutionalize successful aspects of existing programs by initiating program accreditation procedures and by providing technical assistance to school based staffs for the development of new programs, modification of existing programs and so forth.

2.1.1 Consider Career Development Division Input

An organizational chart will be developed which clearly indicates those persons/offices available to health career staff to assist in proposal development, planning, curriculum development, staff development, fiscal functions, staffing and other needed services. In addition, the organizational chart will indicate the organizational hierarchy to which health career staff (presently in Career Development) must report. Job descriptions should be written or modified indicating each staff member's role and responsibilities under the modified organizational structure. A planning workshop should be held prior to the 1976-77 school year to discuss job roles and responsibilities and to clarify staff concerns germane to the modified organization.

2.1.2 Consider Health Career Staff Input

Health Career staffing needs should be determined based on policy directives of Career Development Division. At present, staff consists of one director, a research coordinator and a secretary. It is recommended that the primary function of this staff be modified from coordination to management functions, i.e. rather than respond to initiatives and

directives emanating solely from the school that this staff be made responsible for such critical functions as planning, organizing, leading and controlling. Such responsibility would involve analysis of needs assessment information, establishing objectives, programming, scheduling, budgeting, developing policy, developing organizational structure, delegating, establishing relationships, communication, staff selection, staff development, program evaluation. (see 2.1.1. as input to 2.1.2).

2.1.3 Consider Advisory Council Input

There will be three types of Advisory Councils. They are a General Advisory Council, presently in existence; School Advisory Council, to be made up of representatives of teachers, students, administrators, the community (Practicum sites, employers) accreditating agencies, and related governmental agencies. The primary mandates of this particular type of council will be to advise health career staff on needs/priorities to be addressed and to provide a forum for discussion and solution of conpetency program interests. The third type of advisory council will be an Occupational Advisory Council. This will be

organized at the building level by occupational area. Its primary function will be to monitor and assess existing operational programs and to recommend improvements to the program. This group will be composed of accredidation agency representatives, teachers, administrators and practicum site representatives.

2.2 Fulfill Administrative Role

The health career staff is responsible for the coordination of all planning and resources for implementation of the health careers program.

2.2.1 Coordinate Planning

The Health Career Director will be responsible for holding meetings with appropriate career center principals to review all major and significant activities or plans concerning the health career programs. A typed record of each of these meetings will be maintained, copies being submitted to the Health Career Director's immediate supervisor and principal.

2.2.1.1 Receive Building Principal's Input

The montly review meetings will be one mechanism for principals to have input in the development, planning, modification of health career programs. These meetings will provide them with direct input in decision

making processes regarding the aforementioned processes.

2.2.1.2 Make Program Planning Decisions

The information provided by the principals in the monthly review meetings will provide a basis for decisions concerning program changes and improvement (in concert with additional information, recommendations evolved from Advisory Council structures and needs assessment processes (evaluating findings).

2.2.2 Coordinate Implementation Plans

Health Career staff are responsible for planning, coordination and implementation of all resources, human and technological, committed to the operation of the Health Career Centers.

2.2.2.1 Operate Feedback System

2.2.2.1.1 Help Plan Feedback System

Health Career staff will work with building principals/staff and the Division of Research and Evaluation in the development of a comprehensive evaluation system for the health career programs which will provide health career center staff with a continuous flow of

information related to program operations.

2.2.2.1.2 Receive Evaluation Findings

Health Career staff will receive evaluation findings from the Research and Planning Division on prescribed dates regarding actual implementation of the program, status of its development and performance data relative to each program's objectives.

2.2.2.2 Make Operational Management Decisions

On a basis of policy and programmatic inputs from building principals, evaluators, advisory council groups, and District of Columbia Public Schools management the health career staff will operationalize health career programs. (Program Development and implementation)

2.2.3 Exercise Fiscal Responsibility

The Health Career staff will assume all budgetary and fiscal responsibilities related to expenditures. Technical assistance in performing this function will be provided by personnel designed in strategy 2.1.1.

2.2.3.1 Develop Projected Budget

The Health Careers Director will be responsible for developing individual budgets for each program offered and a composite budget for Health Careers programs with the assistance of personnel designated in strategy 2.1.1. and subject to approval from immediate supervisors.

2.2.3.2 Make Fiscal Decisions

All decisions concerning approved purchases will be acted on by Health Careers Director, including approval for all expenditures related to the Health Career Centers. This function will be performed in concert with Director of Career Centers so as to reflect monetary availability and Career Development Division priorities/policy.

2.3 Operate Technical Assistance Function

The task of providing Health Careers staff with needed services is a complex function. In order for this function to be fulfilled, it is recommended that the existing position of Research Coordinator be eliminated and that three new positions be created (to be called Program Developers - TSA-9's or GS-10's). The role of these Program

Developers will be to provide linkages between building level staffs and resources. These resources may range from potential funding sources to simple advice but traverses the full scope of program development.

In addition, the Program Developers will provide Health Careers Director with input regarding budgetary priorities, information for proposal development, assistance in actual proposal development and other services related to programmatic expansion and refinement. The addition of these staff members will provide the Health Careers Director with staff critically necessary to implement the Health Careers Program. This capability does not presently exist.

2.3.1 Hire Staff

It will be necessary to select staff who have strong backgrounds in administration, program development, and health career planning. A comprehensive orientation program should be developed to orient them to District of Columbia Public Schools, Health Career Center Programs, their job responsibilities, functions and roles. New staff positions will need to be created and staff hired as programs are modified and new programs are added. An arrangement should be made with the personnel department of District of Columbia Public Schools to facilitate the hiring process of

specialized personnel needed and to provide fiscal renumeration commensurate with their professional expertise, i.e. (salary scales should be competitive with salaries for similar experience/expertise on the open market. This information can be derived through strategy 1.1.1.

2.3.1.1 Write Job Description

Job descriptions for the Program Developers et al positions will be written by the Health Careers Director in conjunction with the building principals so as to insure mutual understanding by Health Careers Center administrators of the respective staff member's role. This function will enable the principals of the health career center to have input in defining roles/functions of new staff. The principals perspective of staff needs will thereby be reflected.

2.3.1.2 Solicit Applicants

The job positions will be advertised through normal District of Columbia Public School procedures. However, arrangements should be developed to

hasten the process, and a mechanism developed for hiring interim personnel to provide the needed services.

2.3.2 Orient New Staff

The role of the Program Developer will be complex. The orientation program should be designed to familiarize him/her with functions, role responsibilities and immediate resources at hand. (Orientation of school based staff will be the joint responsibility of the Health Career Director and the principal.) Additional staff development should be planned and conducted as program thrusts, needs/priorities, job functions are altered.

2.3.2.1 Plan Orientation

An orientation program will be developed by Health Careers Director and Career Center Principal to acquaint new staff with job roles/functions, responsibilities, and resources, make assignments and so forth.

2.3.2.2 Assess Trainee Needs

Self-assessment by Program Developers/new staff in concert with the Health Careers Director will determine what skills/needs new staff

have. The orientation program should be geared towards enhancing the effectiveness of the Program Developers/new staff by providing them with initial and followup training designed to acquaint them with their jobs, the District of Columbia Public Schools and the skills involved in executing these functions. This strategy will facilitate the Health Careers Director's role by requiring long-range planning, systematic coordination of staff and by providing a flexible model for monitoring staff and programs.

2.3.2.2.1 Identify Orientation Process

A variety of approaches are available such as presentations, site visitations, lectures and so forth. The particular process used should be determined in view of scope of information to be imparted and the needs of newly hired staff.

2.3.2.2.2 Plan Orientation Experiences

Orientation should reflect the needs of the staff and program.

2.3.2.2.3 Schedule

The orientation period will be determined in view of information to be imparted.

2.3.3 Implement Orientation Program

The Health Careers Director will be responsible for implementing the orientation program. Program Developers/new staff will assume their roles upon completion of the orientation program. The Health Careers Director will arrange to have the orientation Program evaluated. The data collected will be used to decide whether additional orientation sessions are necessary to acquaint staff with their job functions/roles.

2.3.4 Operate Program Development Functions

The Program Developers under the supervision of the Health Careers Director will assist school based staff on clarification of problems, needs and the selection of appropriate solutions and alternatives. The staffing pattern should enable the division of responsibility for programmatic areas. Additional functions related to accreditation attainment on going functions of the programs will be made at the discretion of the Health Careers Director.

2.3.4.1 Determine School Staff Perception Of Problem

The program developers will determine problems/needs of programs by their involvement with occupational advisory councils or through input of the Health Careers Director who will transmit problems/needs identified by the other Advisory Council structures and the principal. This information will be imparted by means of regularly scheduled staff meetings with the Program Developer. The Program Developer will be responsible for eliciting any additionally needed information from school based staff necessary to clarify the problem/need.

2.3.4.2 Determine Appropriate Response

The Health Careers Director will conduct regularly scheduled meetings with the Program Developers to develop plans, coordinate program implementation, to discuss problems, to identify problem solving strategies and so forth. Once strategies/alternatives have

been developed in a plan, format program developers will be responsible for coordinating their implementation.

2.3.4.3 Examine Alternative Solutions

The Program Developer will be responsible for planning establishment and monitoring of linkages between departments/divisions of District of Columbia Public Schools identified to provide technical services to health career programs in problem solution.

2.3.4.4 Initiate Technical Assistance

Once the particular approach to problem/need resolution is identified, the Program Developer will be responsible for arranging and monitoring technical assistance delivery to school-based staff.

2.4. Provide Technical Assistance

The Program Developer will deliver a range of services to school-based staff through direct services and the linkages he/she will create and maintain.

2.4.1 Provide Needs Assessment Input

Program Developer will be responsible for meeting with Health Career Occupational

Advisory groups at the building level. It will be this person's responsibility to collate different problems/needs/program thrusts identified and to communicate this information to the Health Careers Director and the principal of the school. In addition, needs assessment information will be communicated to the school based staffs through their membership on Advisory Councils, regularly scheduled meetings between building principals and health career director and written communications.

2.4.2 Provide Schools with Technical Assistance Information

The Program Developer will deliver technical services availability information to building principals. In concert with building principal, the Program Developer will develop a plan for actual delivery of services. (Input from strategy 2.3.4.3.)

2.4.3 Coordinate Delivery of Technical Services

The Program Developer will coordinate delivery of the full range of resource provided by District of Columbia Public Schools and other public and private agencies with the school. A record of each transaction will be kept by the Program Developer. Periodic

reports will be compiled and sent with recommendations to the Director of Career Centers.

2.4.4 Operate Follow-Up Services

The Program Developer will monitor delivery of technical services to the school. Where problems are identified the program developer will be responsible for identifying/developing a problem solving strategy. The program developer in concert with building principal will re-schedule service delivery.

2.5 Develop Curricula

The successful operation of this subcomponent ensures that process guidelines and sets of competencies for the Health Careers Programs will be developed. In addition, the format herein suggested permits the systematic introduction of new curricula and health career occupational thrusts field tested prior to full scale implementation. This approach represents a plan for the development of a plan and as such makes more likely the systematic planning of Health Careers Programs that will meet accrediting standards and provide students with requisite knowledge and skills necessary to pass licensing examinations. Herein, rejected is the assumption that Vocational Education will continue to be the dumping ground for students not destined to go to the University. As can be noted from the introduction of this report,

advancement in many of the Health Career Occupational Areas requires post secondary university or technical school training.

2.5.1 Establish Needed Subcommittees

Subcommittees will be formed by the Program Developers in each of the occupational areas to identify competencies and to develop curricula designed to develop indicated competencies. These competencies at their initial stage may be generic but will be progressively more specific as the curriculum development process continues.

2.5.2 Conduct Subcommittee Curriculum Review

The Health Career Director will review subcommittee reports, recommendations and products, develop a report and forward the report to the curriculum council for review/acceptance. In instances where new programs are being proposed, a proposal for a pilot program which includes the objectives will be developed and submitted; competencies to be developed; procedures to be employed in development of competencies; MBO Plan for securing staff, materials and accreditation. These plans will be reviewed by State Director of Vocational Education and accepted or rejected. (The State Director will ob-

tain approval of Board of Education, Superintendent et al where necessary).

2.4.2.1 Review Curricula

The subcommittees will meet periodically to review existing curriculum in light of the competency lists developed by the subcommittee itself, the advisory councils; accreditating agencies et al. Their findings and recommendations will be submitted to the principal of the school and the director of Health Careers through the Program developers. The intent of this process is to continuously update program quality and content in light of changing real world job expectations.

2.5.2.2 Recommend Proposed Changes

The Health Careers Director will review the strategies and recommendations proposed by the subcommittees and develop a plan for program implementation. This plan will include a narrative on implications of such action for accreditation, a list of competencies to be de-

veloped, and procedures for developing these competencies.

2.5.3 Conduct Curriculum Development

Program Deverlopers will, in concert with subcommittees, develop a plan for curricula development, i.e. specification of terminal dates for completion of the process, resources/technical assistance required to execute the plan successfully. (input to strategy 2.3.4.3.)

2.5.3.1 Develop Competencies List

Lists of students competencies to be developed will be listed and correlated with course offerings. Course offerings for each of Health Career Programs will be adjusted to conform with accreditation and Board of Education requirements. Course descriptions and course curricula outlines will be revised to reflect updated competency lists.

2.5.3.2 Send Revised Program/Course Descriptions to Curriculum Council

Courses are presently created on a basis of student demand with little consideration given to accreditation requirements or confirmed need.

This strategy would mandate approval of new program offerings by the Division of Instructional Services. Included on the submittal would be a PERT chart for each phase of the program planning, curriculum development, accreditation and implementation. This strategy will enable orderly planning and implementation of new programs and will facilitate assessment of health career staff and centers capability for implementing the proposed program.

2.5.3.3 Receive Program/Course Descriptions

The Curriculum Council upon receipt of program/course descriptions will critique these plans to assure that they conform to the stated accreditation and Board of Education requirements. New Occupational Program thrusts would be submitted to the Superintendent by the council for submittal to the Board of Education for approval. (see strategy 2.5.2.)

2.5.4 Develop Implementation Plans

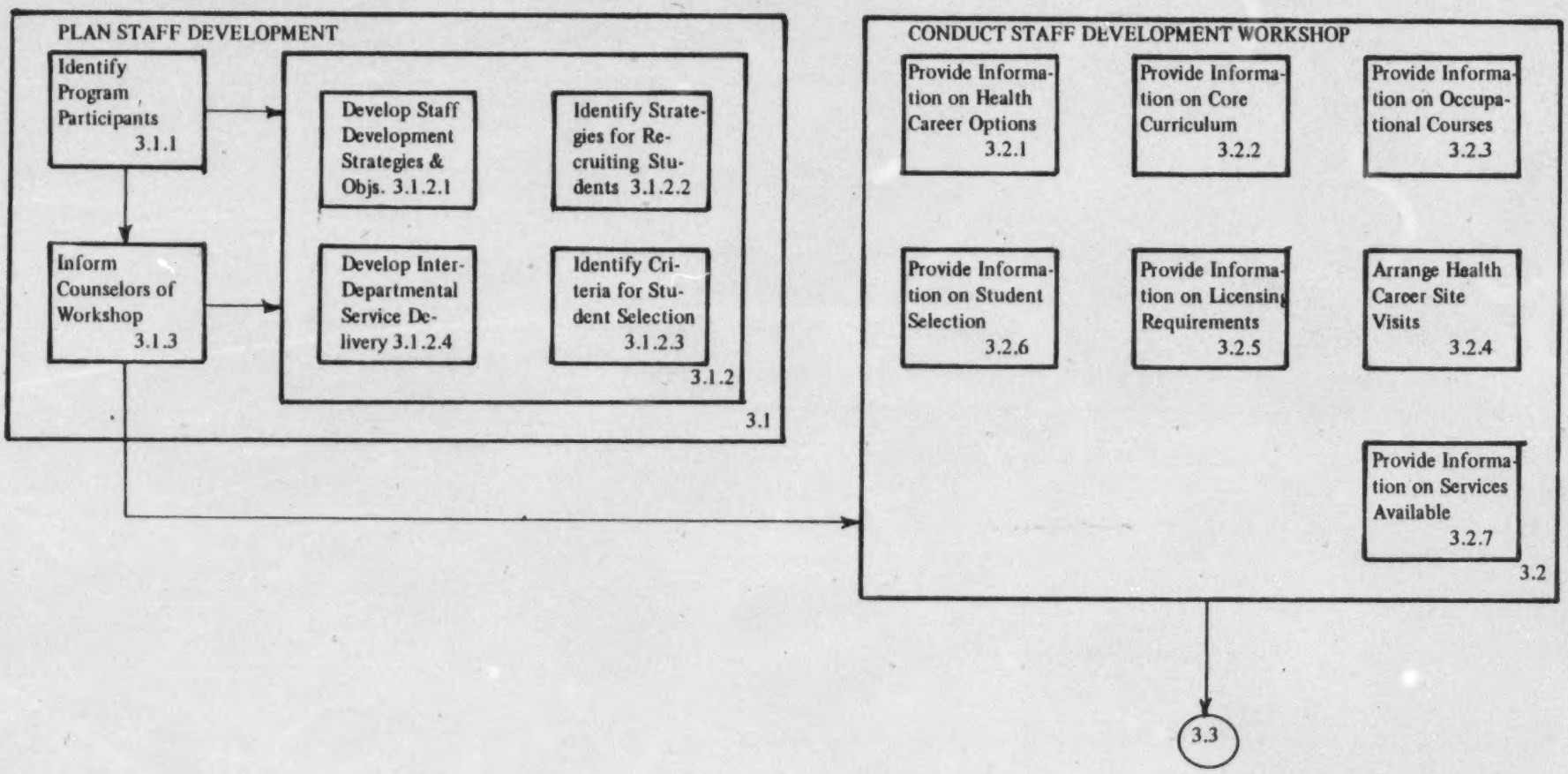
Once approval has been obtained from the Board of Education, the curriculum council and the Health Careers Director will meet with representatives (principal, sub-committee members) of the program sites and revise the program/course descriptions in light of recommendations resulting from processes 2.5.2.1; 2.5.2.2; and 2.5.3.1.

2.5.5 Operate Pilot Program

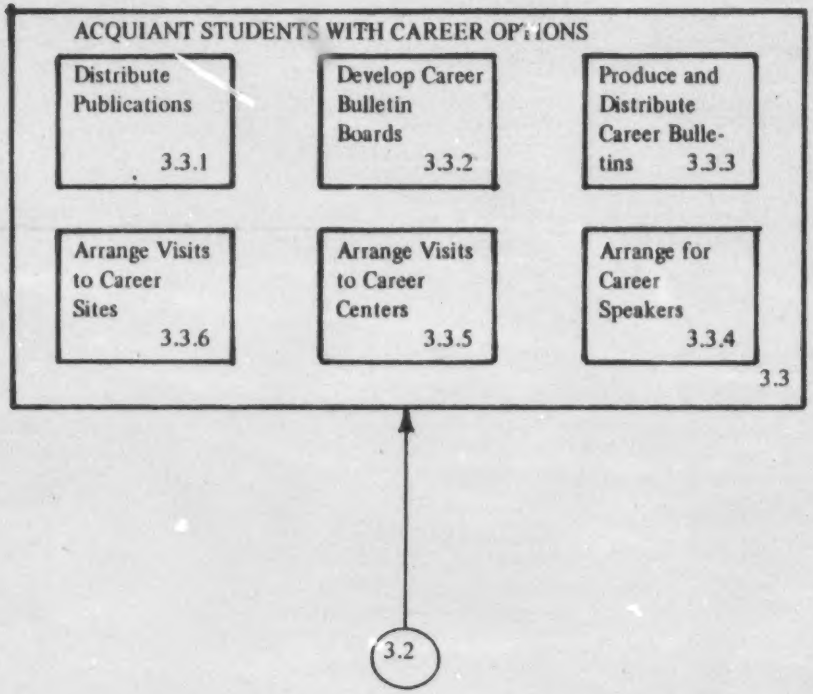
An initial pilot program will be launched to determine whether objectives can be achieved. The feasibility of program operation which includes staffing, provision of hardware/software, curricula offerings, student attraction, adequacy of competency development and job demand will be determined.

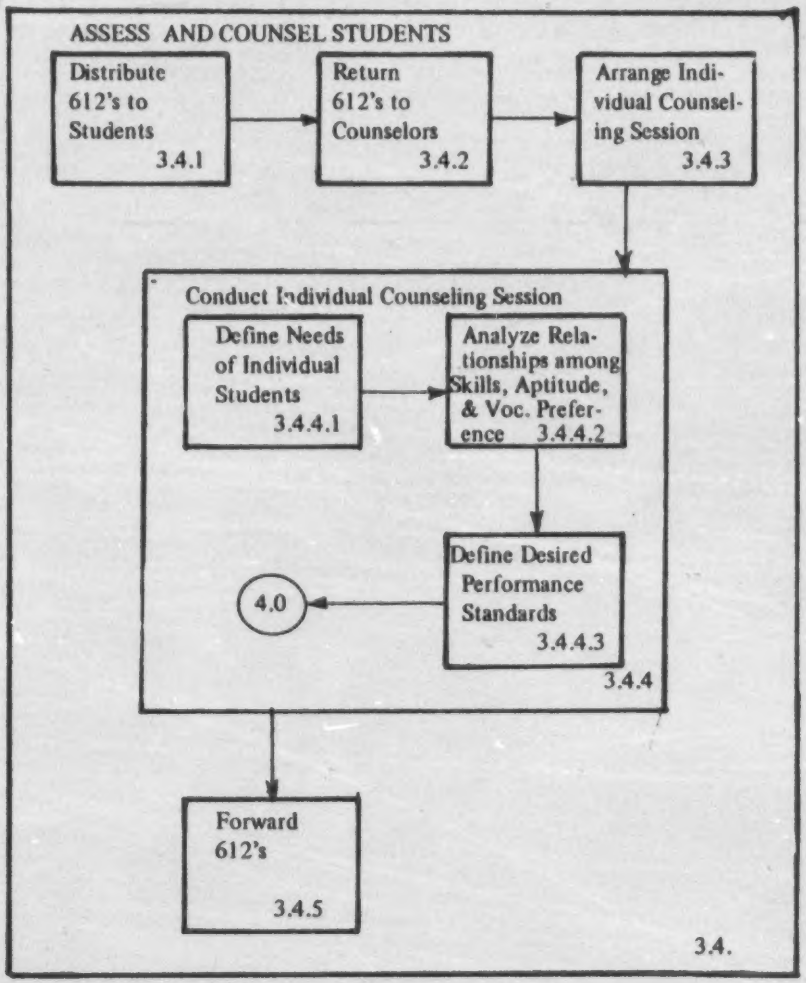
Program plans developed in previous strategies will be implemented. (2.5.2.1., 2.5.2.2., 2.5.3.1.)

OPERATE STUDENT RECRUITMENT AND COUNSELING COMPONENT


PLAN STAFF DEVELOPMENT
Identify Program Participants 3.1.1
Inform Counselors of Workshop 3.1.3
Develop Staff Development Strategies & Objs. 3.1.2.1
Identify Strategies for Recruiting Students 3.1.2.2
Develop Inter-Departmental Service Delivery 3.1.2.4
Identify Criteria for Student Selection 3.1.2.3
3.1.2
3.1
CONDUCT STAFF DEVELOPMENT WORKSHOP
Provide Information on Health Career Options 3.2.1
Provide Information on Core Curriculum 3.2.2
Provide Information on Occupational Courses 3.2.3
Provide Information on Student Selection 3.2.6
Provide Information on Licensing Requirements 3.2.5
Arrange Health Career Site Visits 3.2.4
Provide Information on Services Available 3.2.7
3.2
3.3

OPERATE STUDENT RECRUITMENT AND COUNSELING COMPONENT


ACQUIANT STUDENTS WITH CAREER OPTIONS
Distribute Publications 3.3.1
Develop Career Bulletin Boards 3.3.2
Produce and Distribute Career Bulletins 3.3.3
Arrange Visits to Career Sites 3.3.6
Arrange Visits to Career Centers 3.3.5
Arrange for Career Speakers 3.3.4
3.3
3.2


ASSESS AND COUNSEL STUDENTS
Distribute 612's to Students 3.4.1
Return 612's to Counselors 3.4.2
Arrange Individual Counseling Session 3.4.3
Conduct Individual Counseling Session
Define Needs of Individual Students 3.4.4.1
Analyze Relationships among Skills, Aptitude, & Voc. Preference 3.4.4.2
Define Desired Performance Standards 3.4.4.3
4.0
3.4.4
Forward 612's 3.4.5
3.4.

3.0 Student Recruitment and Counseling

In order for Health Career Education and Training Component to function effectively, students must be recruited, screened and processed. This component performs these functions and is the linkage/feedback loop between components 1.0 (Needs Assessment) 2.0 (Management) and 4.0 (Education and Training).

3.1 Plan Staff Development

Guidance Counselors and Career Advisors will receive one-two days of staff development to acquaint them with occupational health career offerings, to suggest recruiting strategies, to specify minimum student selection criteria and to indicate support services which will be available to students (see strategies 2.4.2 and 2.3.4.3.)

3.1.1 Identify Program Participants

The Health Career Director will identify target group (Career Center Guidance Counselors and Career Advisors, senior and junior high school guidance counselors). Arrangements will be made by the Health Careers Director with the management personnel in charge of Guidacne Counselors and Career Advisors for their attendance at the staff development workshop.

3.1.2 Develop and Organize Content of Workshop

The Health Careers Director will use Career Development -- Division support services

(Career Education division management, inter-departmental liaison persons, technical assistance persons) to identify/specify services available to guidance counselors and career advisors to recruit and counsel students for the health careers programs.

3.1.2.1 Development of Staff Development Strategies and Objectives

The Health Careers Director will develcp a staff development workshop plan which includes, objectives of the session, information to be dispensed, mode of information presentation; a time schedule for presentation.

3.1.2.2 Identify Strategies for Recruiting Students

The Health Careers Director will develop a list of suggested recruitment strategies techniques to present to the workshop participants. A tentative list has been developed but requires further delineation.

3.1.2.3 Identify Criteria for Students Selection

A number of the skills being developed in the health occupations

career training programs require certain motor, cognitive, and affective abilities. The Health Careers Director will identify these abilities for presentation to the workshop participants (development of minimal standards). An opinion concerning the legality of student selection criteria should be requested from Board attorneys/corporation counselors.

3.1.2.4 Develop Inter-Departmental Service Delivery Information Packet

Students will require various supportive services in order to enhance their school experience. The Health Careers Director will compile a listing of the remedial, technical, and general supportive services available to the counselors to facilitate their job functions.

3.1.3 Inform Counselors of Workshop

The Health Career Director will inform each of the identified counselors (see strategy 3.1.1.) of the date, location, content matter (agenda) of the workshop. This will be accomplished through letters addressed

to each counselor by departmental circulars and by pre-arrangement through meetings between the Health Career Director and management persons responsible for the supervision of Guidance Counselors and Career Advisors.

3.2 Conduct Staff Development Workshop

The Health Careers Director will implement the plan developed in strategy 3.1.2.1. (Develop staff development strategies and objectives).

3.2.1 Provide Information About Health Careers occupational training available.

Workshop staff will give a presentation on health career options from which students may choose.

3.2.2 Provide Information on Core Curriculum

Workshop staff will give a presentation on Core Curriculum requirements to graduate from high school.

3.2.3 Provide Information on Occupational Courses/ Sequences of Courses

Workshop staff will give a presentation on sequence of courses a student must take to successfully complete a selected health career training program.

3.2.4 Conduct Site Visitation of Health Career Center

Workshop staff will provide Guidance Counselors and Career Advisors with the opportunity to visit the Health Careers Center.

3.2.5 Provide Information on Licensing Requirements

Workshop staff will provide Guidance Counselors and Career Advisors with a booklet which lists the licensing requirements of each health occupation program offering.

3.2.6 Provide Information on Student Selection

Workshop staff will provide Guidance Counselors and Career Advisors with student selection criteria for each health occupation program.

3.2.7 Provide Information on Supportive Services Available

Workshop staff will provide participants with a booklet which lists remedial, technical, diagnostic services available to assist them in counseling students to assist students in identifying career or to maintain a level of performance once enrolled in the program.

3.3 Acquaint Students With Career Options

Students will be acquainted through this strategy with career options available to them. Counselors and Advisors will provide students with career options available in health career occupational area. Counselors and Advisors will implement strategies provided in strategy 3.2. (Conduct Staff Development Workshop).

3.3.1 Distribute Publications

Career Advisors and Guidance Counselors will arrange to distribute through teachers publications pertaining to Health Career Occupational offerings.

3.3.2 Develop Career Bulletin Boards

Career Advisors and Guidance Counselors will develop bulletin boards that exemplify a variety of the health career occupations offered for various programs by District of Columbia Public Schools.

3.3.3 Produce and Distribute Career Bulletins

Guidance Counselors and Career Advisors will produce publications pertaining to the health career occupational offerings of District of Columbia Public Schools. These publications will be distributed to students by Guidance Counselors and Career Advisors through the teachers.

3.3.4 Arrange for Health Career Speakers

Guidance Counselors and Career Advisors will arrange for speakers to come to feeder schools to discuss occupational careers in the health career area. These speakers will be representative of professionals working in the programmatic areas offered by District of Columbia Public Schools.

3.3.5 Arrange Visits to Career Centers

Guidance Counselors and Career Advisors will provide prospective students with the opportunity to visit the Health Career Cluster at M.M. Washington to view physical facilities and to talk with staff involved in implementing the various programs. Assistance in performance of this strategy will be provided by the Program Developers.

3.3.6 Arrange Visits to Career Sites

In order to further facilitate strategy 3.3.5 Guidance Counselors and Career Advisors will arrange for prospective students to visit practicum site locations and to view professionals working.

3.4 Assess and Counsel Students

Guidance Counselors and Career Advisors will provide students with information prior to distribution of 612 forms to enable students and their parents to decide health career program interests, options and choices.

3.4.1 Distribute 612's to Students

Guidance Counselors and Career Advisors will provide teachers 7th, 8th & 9th with 612 forms to distribute to students. Students will take these forms home together with a packet of information describing the health occupation career offerings.

Students in concert with their parents will decide upon the Program of study they wish to pursue.

3.4.2 Return 612's to Counselors

Students will return completed 612 forms with their parents signature to homeroom teachers who will submit them to the school guidance counselor.

3.4.3 Arrange Individual Counseling Session

Guidance Counselors will arrange to provide individual counseling sessions with each prospective student to discuss 612 form submitted, career interests, and to help develop student course of study commensurate with students needs and programmatic requirements. Schedules will be subject to review and modification dependent upon class loads determined by a composite of all students registering for the health career programs.

3.4.4 Conduct Individual Counseling Session

Each student will have an individual counseling session. These sessions will be diagnostic and prescriptive to assure that student's chance of successful performance in career occupational area is enhanced.

3.4.4.1 Define Needs of Individual Students

Guidance Counselors prior to each arranged guidance session will acquaint themselves with student's cumulative folder. Counselors will provide counseling within area of the student's needs and academic requirements of the health career occupation chosen.

3.4.4.2 Analyze Relationships Among Skills, Aptitudes and Vocational Preferences

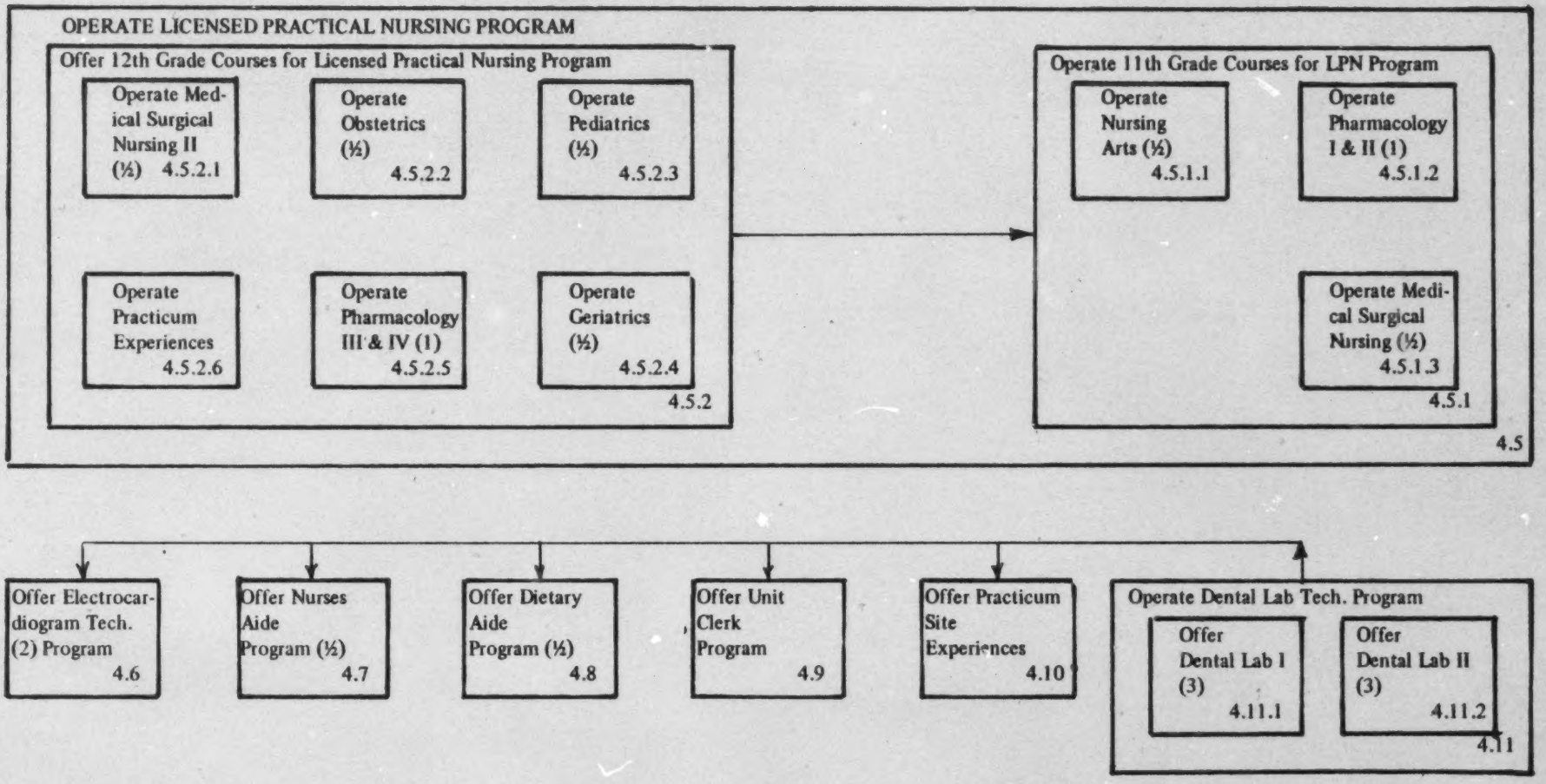
Guidance Counselors will review the outcome of the diagnostic-prescriptive processes of the individual counseling sessions. Where necessary, additional sessions will be arranged and held with the student to further develop the student's course of studies. It is expected that this sub-strategy will further facilitate the provision of any diagnostic prescriptive services needed to enhance the student's educational experience.

3.4.5 Forward 612's to Division of Automated Information Services

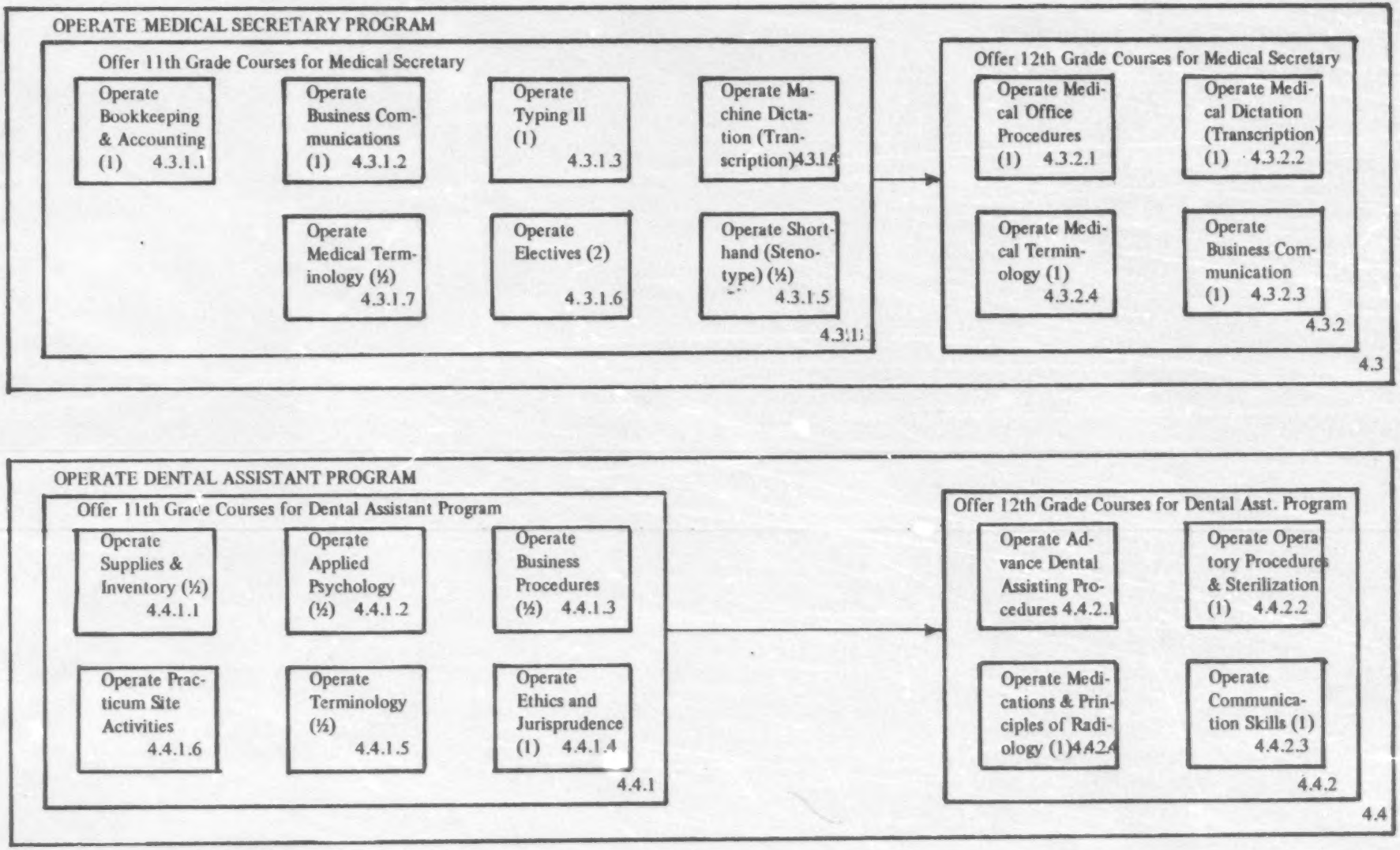
The Career Development Department has arranged for 612's to be processes by

the Division of Automated Information Services. Completed forms will be forwarded by the appropriate parties to the Director of Career Centers for submission to Division of Automated Information Services. (This strategy is subject to a directive from Director of Career Centers.)

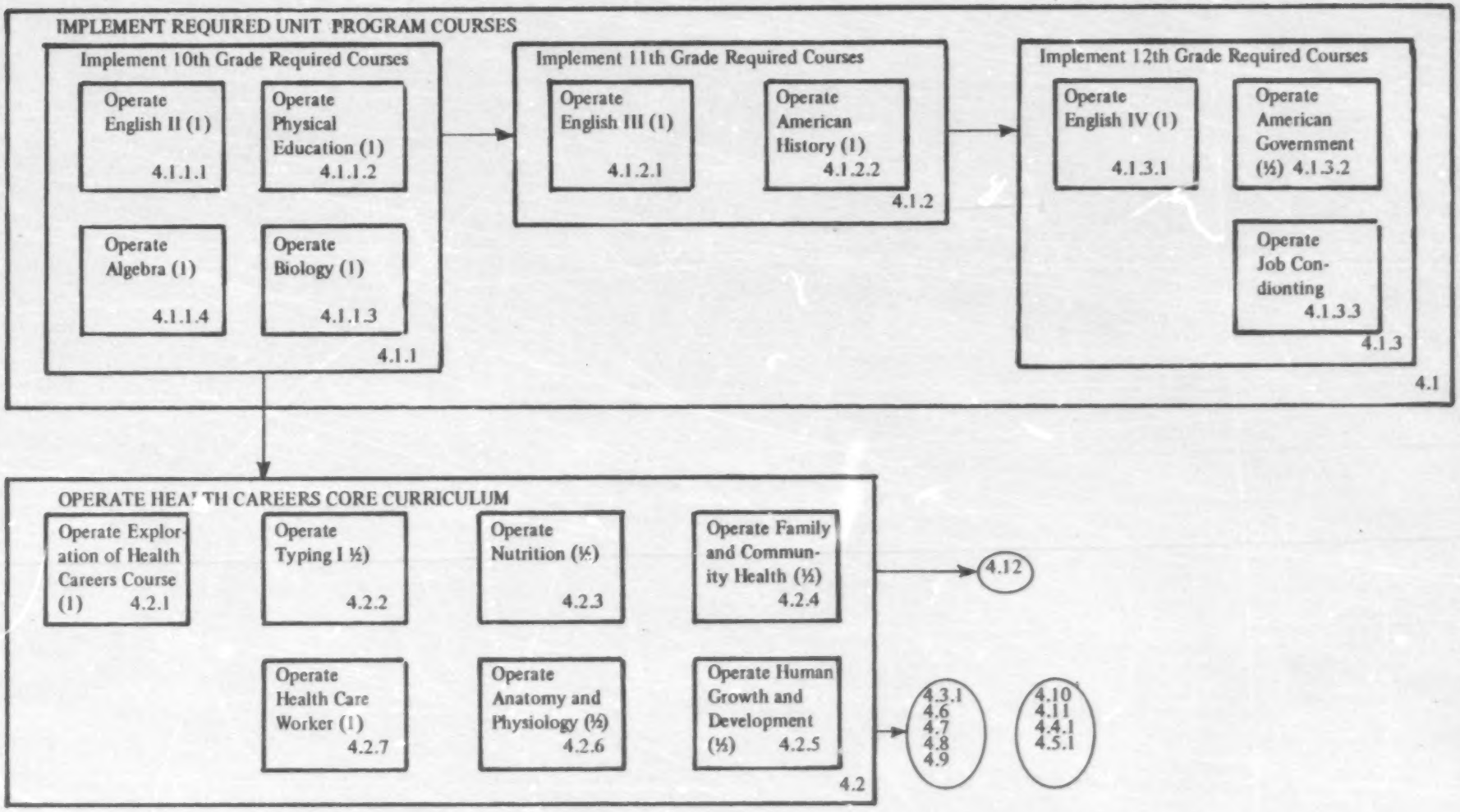
OPERATE EDUCATION AND TRAINING COMPONENT


OPERATE LICENSED PRACTICAL NURSING PROGRAM
Offer 12th Grade Courses for Licensed Practical Nursing Program
Operate Medical Surgical Nursing II (½) 4.5.2.1
Operate Obstetrics (½) 4.5.2.2
Operate Pediatrics (½) 4.5.2.3
Operate Practicum Experiences 4.5.2.6
Operate Pharmacology III & IV (1) 4.5.2.5
Operate Geriatrics (½) 4.5.2.4
4.5.2
Operate 11th Grade Courses for LPN Program
Operate Nursing Arts (½) 4.5.1.1
Operate Pharmacology I & II (1) 4.5.1.2
Operate Medical Surgical Nursing (½) 4.5.1.3
4.5.1
4.5
Offer Electrocardiogram Tech. (2) Program 4.6
Offer Nurses Aide Program (½) 4.7
Offer Dietary Aide Program (½) 4.8
Offer Unit Clerk Program 4.9
Offer Practicum Site Experiences 4.10
Operate Dental Lab Tech. Program
Offer Dental Lab I (3) 4.11.1
Offer Dental Lab II (3) 4.11.2
4.11

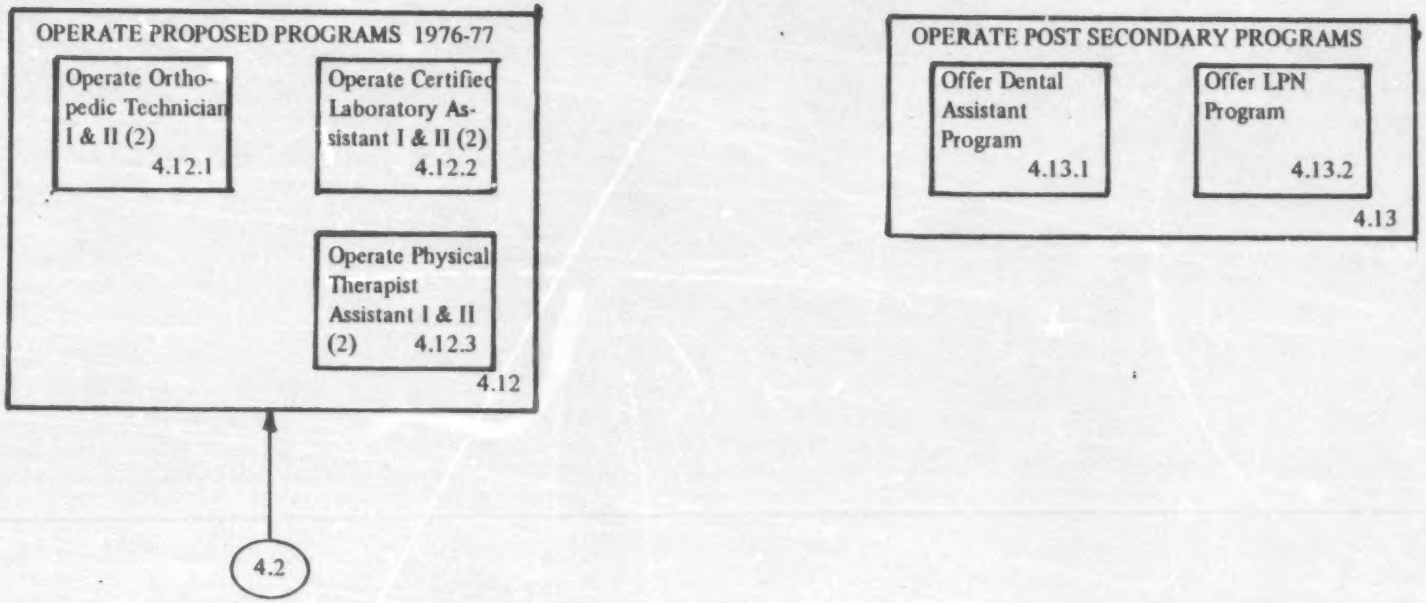
OPERATE EDUCATION AND TRAINING COMPONENT


OPERATE MEDICAL SECRETARY PROGRAM
Offer 11th Grade Courses for Medical Secretary
Operate Bookkeeping & Accounting (1) 4.3.1.1
Operate Business Communications (1) 4.3.1.2
Operate Typing II (1) 4.3.1.3
Operate Machine Dictation (Transcription) 4.3.1.4
Operate Medical Terminology (½) 4.3.1.7
Operate Electives (2) 4.3.1.6
Operate Shorthand (Stenotype) (½) 4.3.1.5
4.3.1
Offer 12th Grade Courses for Medical Secretary
Operate Medical Office Procedures (1) 4.3.2.1
Operate Medical Dictation (Transcription) (1) 4.3.2.2
Operate Medical Terminology (1) 4.3.2.4
Operate Business Communication (1) 4.3.2.3
4.3.2
4.3
OPERATE DENTAL ASSISTANT PROGRAM
Offer 11th Grade Courses for Dental Assistant Program
Operate Supplies & Inventory (½) 4.4.1.1
Operate Applied Psychology (½) 4.4.1.2
Operate Business Procedures (½) 4.4.1.3
Operate Practicum Site Activities 4.4.1.6
Operate Terminology (½) 4.4.1.5
Operate Ethics and Jurisprudence (1) 4.4.1.4
4.4.1
Offer 12th Grade Courses for Dental Asst. Program
Operate Advance Dental Assisting Procedures 4.4.2.1
Operate Operatory Procedures & Sterilization (1) 4.4.2.2
Operate Medications & Principles of Radiology (1) 4.4.2.4
Operate Communication Skills (1) 4.4.2.3
4.4.2
4.4

OPERATE EDUCATION AND TRAINING COMPONENT


IMPLEMENT REQUIRED UNIT PROGRAM COURSES
Implement 10th Grade Required Courses
Operate English II (1) 4.1.1.1
Operate Physical Education (1) 4.1.1.2
Operate Algebra (1) 4.1.1.4
Operate Biology (1) 4.1.1.3
4.1.1
Implement 11th Grade Required Courses
Operate English III (1) 4.1.2.1
Operate American History (1) 4.1.2.2
4.1.2
Implement 12th Grade Required Courses
Operate English IV (1) 4.1.3.1
Operate American Government (½) 4.1.3.2
Operate Job Con-diionting 4.1.3.3
4.1.3
4.1
OPERATE HEA' TH CAREERS CORE CURRICULUM
Operate Explor-ation of Health Careers Course (1) 4.2.1
Operate Typing I ½) 4.2.2
Operate Nutrition (½) 4.2.3
Operate Family and Commun-ity Health (½) 4.2.4
Operate Health Care Worker (1) 4.2.7
Operate Anatomy and Physiology (½) 4.2.6
Operate Human Growth and Development (½) 4.2.5
4.2
4.12
4.3.1 4.6 4.7 4.8 4.9
4.10 4.11 4.4.1 4.5.1

OPERATE EDUCATION AND TRAINING COMPONENT


OPERATE PROPOSED PROGRAMS 1976-77
Operate Orthopedic Technician I & II (2) 4.12.1
Operate Certified Laboratory Assistant I & II (2) 4.12.2
Operate Physical Therapist Assistant I & II (2) 4.12.3
4.12
4.2
OPERATE POST SECONDARY PROGRAMS
Offer Dental Assistant Program 4.13.1
Offer LPN Program 4.13.2
4.13

4.0 Operate Education and Training Component

This component consists of the health career programs offered by District of Columbia Public Schools and the processes (of matriculation) from entry into such programs to completion.

4.1 Implement Required Unit Program

District of Columbia Public Schools requires every student to fulfill basic core courses as a prerequisite to graduation.

4.1.1 Implement 10th Grade Required Courses

All students in the 10th grade will take English II, Physical Education, Biology and Algebra.

4.1.1.1 Operate English II

Students will acquire an understanding of the principles, skills of English II.

4.1.1.2 Operate Physical Education

Students will complete course requirements of physical education.

4.1.1.3 Operate Biology

Students will complete course requirements of Biology.

4.1.1.4 Operate Algebra

Students will complete course requirements of Algebra.

4.1.2 Implement 11th Grade Equivalent Courses

All students in the 11th grade will take English III and American History.

4.1.2.1 Operate English III

Students will acquire an understanding of the principles, skills of English III.

4.1.2.2 Operate American History

Students will acquire an understanding of American History.

4.1.3 Implement 12th Grade Required Courses

All students in the 12th grade will take English IV, American Government and Job Conditioning.

4.1.3.1 Operate English IV

Students will acquire an understanding of the principles, skills of English IV.

4.1.3.2 Operate American Government

Students will acquire an understanding of principles of American Government.

4.1.3.3 Operate Job Conditioning

Students will acquire a knowledge of employer expectations and other factors related to success in the world of work.

4.2 Operate Health Careers Core Curriculum

Every 19th grade student who signs up for one of the health careers programs will take the health core curriculum which consists of the following courses:

4.2.1 Operate Health Careers Exploration

This course will expose students to a variety of Health Occupations. Students visit health facilities and talk with medical resource personnel working in a variety of health facilities. Completion of this course permits the student to determine the occupational area he wishes to pursue.

4.2.2 Operate Typing I

The student acquires basic typing skills.

4.2.3 Operate Nutrition

4.2.4 Operate Family and Community Health

4.2.5 Operate Human Growth and Development

4.2.6 Operate Anatomy and Physiology

4.2.7 Operate Health Care Workers

4.3 Operate Medical Secretary Program

This two year program will provide the student with fundamental secretarial training specific to the medical profession with an emphasis on medical terminology, record keeping, filing, appointment making, and medical correspondence.

4.3.1 Offer 11th Grade Courses for Medical Secretary

4.3.1.1 Operate Bookkeeping and Accounting (1)

4.3.1.2 Operate Business Administration (1)

4.3.1.3 Operate Typing II (1)

4.3.1.4 Operate Machine Dictation (transcription) (½)

4.3.1.5 Operate Shorthand (Stenotype) (½)

4.3.1.6 Operate Electives (2)

4.3.1.7 Operate Medical Terminology (½)

4.3.2 Offer 12th Grade Courses for Medical Secretary

4.3.2.1 Operate Medical Office Procedures (1)

4.3.2.2 Operate Medical Dictation Transcription (1)

4.3.2.3 Operate Business Communication (1)

4.3.2.4 Operate Medical Terminology (½)

4.4 Operate Dental Assistant Program

This program will prepare students to assist Dentists in various technical and chairside duties such as: preparation of patients for examination, treatment and surgery; assisting in taking and processing x-rays; sterilization and keeping of equipment; solution preparation; mixing filings and cement; making appointments, ordering supplies; maintaining patient records; preparation and mailing of monthly statements and the maintenance of tax records.

4.4.1 Offer 11th Grade Courses for Dental Assistant Program

4.4.1.1 Operate Supplies and Inventory (½)

4.4.1.2 Operate Applied Psychology (½)

4.4.1.3 Operate Business Procedures (½)

4.4.1.4 Operate Ethics and Jurisprudence (1)

4.4.1.5 Operate Terminology (½)

4.4.1.6 Operate Practicum Site Activities

4.4.2 Offer 12th Grade Courses for Dental Assistant Program

4.4.2.1 Operate Advance Dental Assisting Procedures (1)

4.4.2.2 Operate Operatory Procedures and Sterilization (1)

4.4.2.3 Operate Communications Skills (1)

4.4.2.4 Operate Medications and Principles of Radiology (1)

4.5 Operate Licensed Practical Nursing Program

This program will train students to perform specific nursing duties under the supervision of a registered nurse. A hospital affiliation is provided to give students the opportunity for bedside care of patients under total supervision and guidance.

4.5.1 Offer 11th Grade Courses for Licensed Practical Nursing Program

4.5.1.1 Operate Nursing Arts (½)

4.5.1.2 Operate Pharmacology I & II (1)

4.5.1.3 Operate Medical Surgical Nursing (½)

4.5.2 Offer 12th Grade Courses for Licensed Practical Nursing Program

4.5.2.1 Operate Medical Surgical Nursing II (½)

4.5.2.2 Operate Obstetrics (½)

4.5.2.3 Operate Pediatrics (½)

4.5.2.4 Operate Geriatrics (½)

4.5.2.5 Operate Pharmacology III & IV (1)

4.5.2.6 Operate Practicum Experiences

4.6 Offer Electrocardiograph Technician Program

This program will train students to operate the E.K.G. machine.

4.7 Offer Nurses Aide Program

This program will train students to provide physical and emotional support to the sick. A two-week hospital affiliation is provided as a requirement for completion of the program.

4.8 Offer Dietary Aide Program

This program will train students to prepare food and therapeutic diets. A two or three week hospital affiliation is provided as a requirement for completion of the program.

4.9 Offer Unit Clerk Program

This program will train students to perform routine clerical and reception duties on a ward of a nursing unit located in a hospital, clinic or nursing home.

4.10 Offer Practicum Experiences

Programs 4.6 (Electrocardiograph Technician), 4.7 (Nurses Aides), 4.8 (Dietary Aide), 4.9 (Unit Clerk)

will provide a hospital, clinic or nursing home affiliation for each student as a segment of the health occupational programs. Practicum experiences will vary in length.

4.1.1 Operate Dental Laboratory Technician Program

This program will train students to make whole and partial dentures, repaire dentures, make crowns and bridges from tooth impressions according to specifications of dentists, assembling and soldering small parts, blending and fixing materials for porcelain crowns and working with precicus and non-precious metals.

4.1.2 Operate Proposed Programs 1976-1977

Three health occupational programs are slated for implementation beginning in the 1976-77 school year. They are Orthopedic Technician Program, Medical Laboratory Assistant Program, and a Physical Therapist Assistant Program.

4.1.1.1 Offer Orthopedic Technician I & II (2)

4.1.1.2 Offer Certified Laboratory Assistant I & II (2)

This program will train students to assist the Medical Technologist and Pathologist in diagnosis

of disease. The student will receive training in performance of routine laboratory tests, sterilization of laboratory equipment, preparation of solutions, standard laboratory formulas and procedures, labeling and storing plasma.

4.1.1.3 Offer Physical Therapist Assistant Program

This program will train students to aid the physical therapist in patient care activities following specific diseases, injures or loss of body parts.

4.1.3 Operate Post-Secondary Programs

A Dental Assisting Program is offered by Armstrong Adult Education Center and a Licensed Practical Nursing Program is offered by Burdick Vocational High School. The curricula are similar to those in M. M. Washington's programs. The exception is the required unit courses students must take to graduate.

SUMMARY

The Operational Blueprint for Health Career Programs provides the following:

a) A mechanism for continuous needs assessment

b) Ongoing evaluation/assessment of program operations

c) Pasity among health professionals, public school staff and accreditating agencies

d) Shared input in decision-making

e) An opportunity for creativity and initiative on the part of each group involved

f) Formalized communication devises (a communication system is formalized through scheduled meetings, reporting requirements, and report sharing

g) An organizational chain command for health career programs

h) A mechanism for securing accreditation

i) A mechanism for periodic review and updating of curriculum

j) A mechanism for introduction of new programmatic offerings

k) A role for heatlh career staff

l) A mechanism for long range planning

m) Procedures for systematic planning

n) Suggested approaches for recruiting and counseling students

RECOMMENDATIONS

In order to facilitate orderly implementation of the Operation Blueprint for Health Careers the following recommendations are made:

1) Moratorium on new programs be until such time as existing programs are organized and functioning efficiently
2) Initation of steps to get existing programs accredited
3) Addition of three new staff to Health Careers Director staff to assist in implementing "Operation Blueprint"
4) Hiring of staff prior to implementing future programs
5) Review of credentials of personnel teaching health career courses to ensure that they are certified and that they possess a minimum of three years experience in specific areas. This process should be applied to any personnel hired in the future.
6) Equipment audit in the Health Career Center to determine what is there and what additional equipment will be needed in order to implement the programs nad meet accreditation requirements
7) Provision of clinical affiliations with each of the health occupation training programs.
8) Initiation of planning to develop operationalized curriculum; staff development models
9) Immediate reorganization of Health Career Center and other Health related staffing to accomodate this plan
10) Immediate development of a P.E.R.T. chart for implementation of Operational Blueprint.

APPENDIX A

Criteria for Certification

Dental Assistant:

1) Successful completion of a dental assisting program varying in length from one to two academic years

2) Completion of an examination containing written and clinical tests administered by the Certifying Board of the American Dental Asisstants Association

Dental Laboratory Technician:

1) A high school diploma

2) Course work in the sciencies, art, mechnical drawing, shopwork, ceramics, sculpture, and blueprint reading

3) Basic knowledge of chemistry of plastics; simple metalling

4) One year of formal training plus a year of supervised on the job training (two year program with a 12 month practicum)

5) After completion of program, 3 years of practical experienced required to take examination for certification

Nurse Aide, Orderly, Ward Clerk, Dietary Aide:

No certification requirements

Electrocardiograph Technician:

1) Familiarity with ECC machinery

2) Course work in the physical sciences

3) Special training - three to six month on the job training under the supervision of an experienced technician as a cardiologist

Licensed Practical Nurse:

1) Completion of a program (12 month minimum) which includes course work and clinical supervision

2) Successful completion of state board exam for licensing

Certified Laboratory Assistant:

1) A high school diploma

2) Clinical experience in an approved laboratory

3) Completion of a two year (24 month) school-work experience program approved by Accreditating Bureau of Medical Laboratory Schools

4) Successful completion of a registry examination

5) Ability to perform routine laboratory procedures in Bacteriology, Blood Banking, Chemstry, Hematology, Parasitology, Serology, Urinalysis

Prosthetist & Orthodist Technician:

1) Completion of tenth grade

2) Two years non-formal - apprenticeship training

3) Successful completion of certification examination

Physical Therapist Aide:

This is an unlicensed position open to anyone 18 years of age or older who has completed on the job training

Medical Secretary:

An unlicensed position